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ABSTRACT

Described is a 4-week summer workshop, Project OUTREACH, designed to train Head Start personnel in the knowledge and skills necessary to identify handicapped or potentially handicapped children and to develop specific teaching strategies for the preschool handicapped child. It is explained that a unique aspect of the workshop was the coordination of 19 consultants. Reported are results of objective (one fourth of participants made significant gains in knowledge and skills) and subjective evaluations (80 percent of participants regarded the workshop as very informative or informative). Briefly described are the following topic areas: overview of early childhood and exceptional child education; assessment of child's existing skills; curriculum development; instructional methodology; development of psychomotor skills; language, speech and hearing development; selection, utilization, and production of materials; communication and working with families of handicapped children; and record keeping. Appended are the objective evaluation instrument, evaluation forms, and a narrative summary of daily evaluations. (DB)

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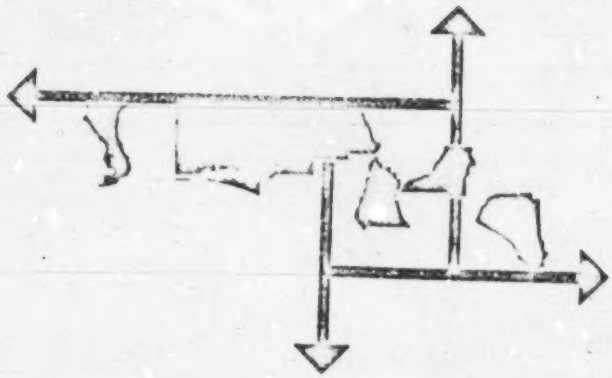

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Project OUTREACH

Evaluation

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1.0 INTRODUCTION/ABSTRACT

This paper describes the persons and processes responsible for the four week summer workshop -- Project OUTREACH -- held at the Liberty County preschool center, Bristol, Florida, June 18 - July 13, 1973. The following sections and subsection provide the reader a concise statement of the purpose of the project, background on the participants, the content of training sessions and the process and results of selected evaluation strategies.

2.0 PURPOSE

Project OUTREACH was designed to train selected persons serving in Head Start programs in the knowledge and skills necessary to identify handicapped or potentially handicapped children and to develop specific teaching strategies most appropriate for the preschool handicapped child. Persons receiving this training were also viewed as potential instructors of their peers or subordinates as they returned to their respective instructional roles.

3.0 PARTICIPANTS

The selected trainees represented a geographic area of seven

counties and included the professional involvement of teacher aides, teachers, project directors, and home l'aison personnel.

The seven counties are representative of the small rural demographic topology in the case of Liberty, Walton Washington, Holmes, and Taylor Counties and of the middle-sized urban communities in Okaloosa and Leon. The participants represented a wide range of variation in professional training. One person had been a teacher of the mentally retarded, but the majority had very limited awareness of the ramifications of providing services to the handicapped.

The unique aspect of this workshop was the utilization of a variety of resource persons who were considered to have the expertise in a broad range of topics. Coordination of the presentations of the nineteen consultants was mandatory since the duplication of information presented or possible confusion on the part of the participants, after prolonged exposure to an array of theories, opinions and ideas was a distinct possibility. Coordinating activities included pre-session meetings of the coordinating consultant with the topic consultant to discuss related presentations as well as informal sessions held by the

coordinating consultant with participants to react to questions and issues.

4.0 TRAINING COURSE CONTENT

The training sessions included the basic tenents of early childhood education as well as an awareness of the special needs of the handicapped. The overview reflected the philosophy, therefore, that children are viewed first as children, then as children with a handicap or potential handicap. The course content reflected this philosophy by presenting topics which would have implications for the education of every child, but with pecific recommendations for the child who is handicapped.

Individualization of instruction was another area of emphasis. As James L. Hymes, Jr. states in his book Teaching the Child Under Six, " Children under six must use their minds, and they want to. They must learn, and they want to. But the challenge to good education is to find the content and methods of teaching that fit the young child."

Both the content and methods were stressed in the Project OUTREACH workshop. Content imput was comprised primarily of the development of psycho-motor, sensory motor, language.and social/personal skills. Methods of teaching in-

cluded basic behavioral modification techniques, precision teaching, teaching based on individual objectives, classroom management, and group teaching.

In addition to these areas of emphasis, components of the workshop were designed to develop awareness of the importance of informal and formal student assessment of skills; curriculum content; the production of teacher-made materials; strategies for screening, referral, and identification; resource utilization; and methods of managing data.

Although no texts were used for the workshop, each session topic included hand-outs which replicated or supplemented the presentation. Mager's book, Writing Behavioral Objectives, was also included in the hand-outs.

5.0 EVALUATION

This section describes the objective and subjective strategies employed to evaluate trainee progress through the course of the curriculum. Data collected was used to evaluate the effectiveness of each topic area presentation and will provide information for the improvement of subsequent training endeavors.

5.1 OBJECTIVE EVALUATION

A twenty-four (24) item multiple choice assessment instrument (see appendix) was developed and administered before and after the training session. The items were developed to assess the complete range of training areas.

Items were written based on an independent literature review of the anticipated content within each area and commuications with speakers concerning the content of their presentation.

Results of the item analysis activities indicates that one fourth of the trainees made significant gains in knowledge and skills, as measured by the pre/post evaluation instrument. While the remaining trainees reported in the subjective assessment that the workshop provided a significant learning experience, two factors precluded them from demonstrating this on the objective assessment. First, the unique nature of this project made it unfeasible to provide ideal criterion referenced evaluation. Secondly, although the mean item difficulty approached the ideal of .5 (.45), eight of the items proved to be too difficult, warranting this removal for any future evaluations.

Despite these factors, one person demonstrated a 38% overall increase in performace, another a 33% increase. Five

other individuals demonstrated a mean increase of 12%. Complete data on each subject is provided in Table 1.

5.2 SUBJECTIVE EVALUATION

This section describes the subjective component of the evaluation procedure. This procedure consisted of the design, administration, and interpretation of two data collection instruments. The first was designed to measure trainee response to each daily session. The second was designed to assess which topic areas needed further enphasis in future Head Start training programs.

Daily evaluations were made by each participant (see appendix). These evaluations included a four dimentional ranking of presentations: Very Informative, Informative, Some What Informative, and Not Particularly Valuable.

The daily evaluation also includes narrative comments (see appendix). "Explain Briefly" required the respondent to express his reasons for the ranking. "This session could have been improved by" and "The strong points of this session are" are self explanatory. In the majority of cases, participants utilized all three comment spaces daily. A summary of narrative comments is included in the appendix.

TABLE 1

SUBJECTS	PRE TEST SCORE	POST TEST SCORE	PERCENT CHANGE
1	10	12	8
2	8	10	8
3	7	10	9
4	13	13	0
5	9	13	17
6	18	13	
7	10	6	
8	17	11	
9	15	12	9
10	13	13	0
11	5	6	4
12	6	15	38
13	6	14	33
14	11	15	17
MEAN	10.6	11.7	
MEAN STANDARD DEVIATION		1.94	
MEAN ITEM DIFFICULTY		.44	

6.0 WEEKLY TABULATIONS OF "DAILY RESPONSE" SHEETS

GRAPHS #1-4

Daily repsonse sheets were distributed at the end of each day and tabulated (see graphs 1-4). These graphs look at the weekly total responses in order to view comparisons and inferences of workshop success.

GRAPH #1

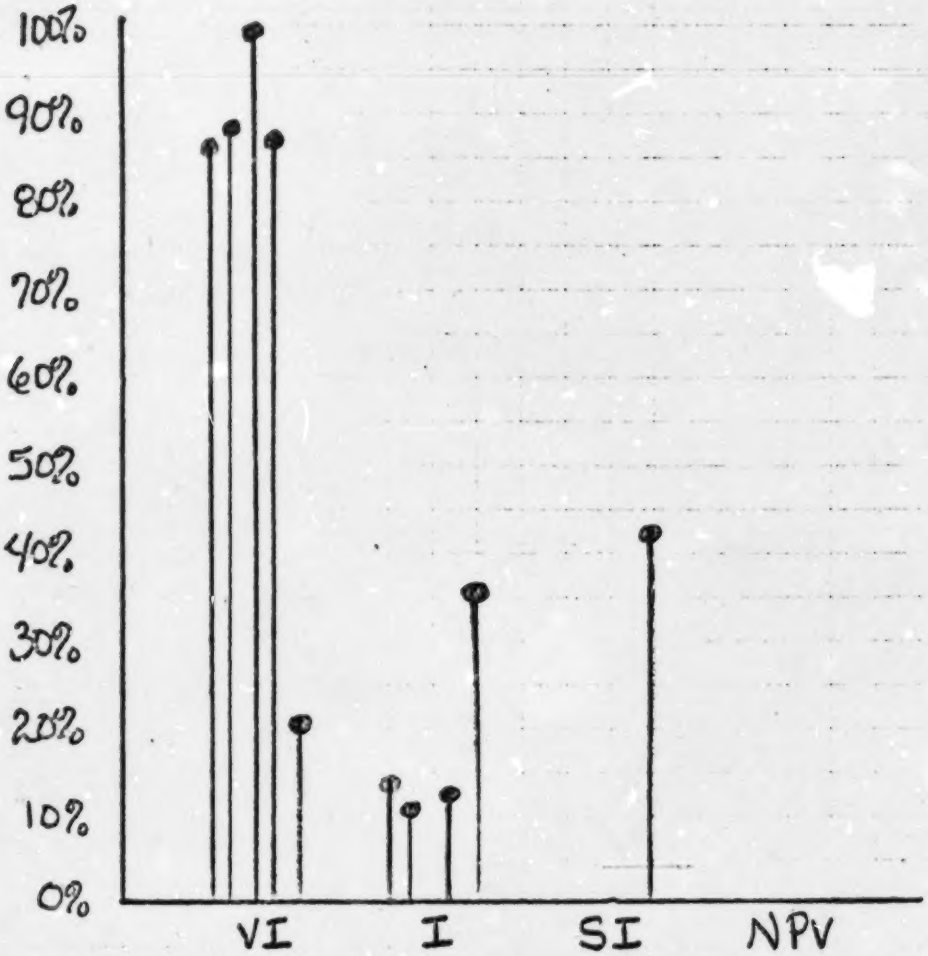
77% of the participants rated this week as Very Informative, while 23% viewed them as Informative or Somewhat Informative. The response of June 22nd indicated that this session was felt lacking informationally as 79% rated it as Informative or Somewhat Informative.

GRAPH #2

61% of the participants rated this week as Very Informative, 24% Informative, 14% Somewhat Informative, and 1% Not Particularly Valuable. The total responses during this week were more scattered although one day was indicated as 100% Very Informative (see graph 2).

#1

Tabulated Responses for June 18 - 22, 1973

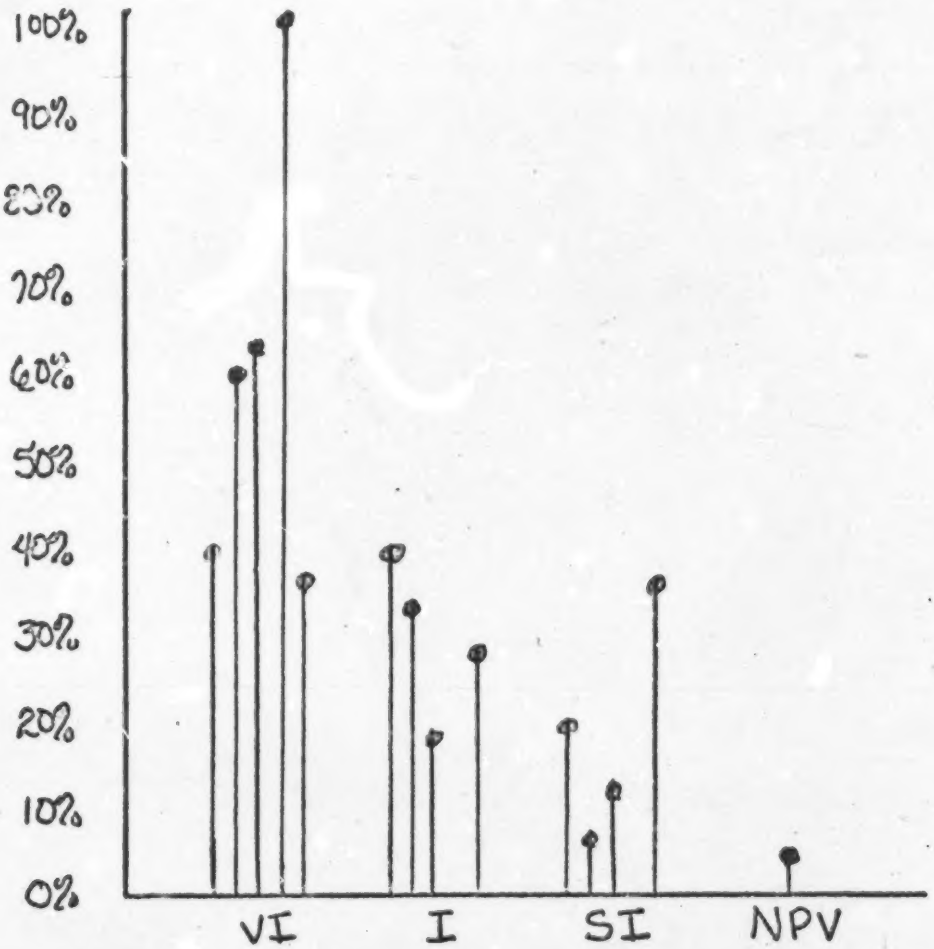


COLOR CODE

June 18, 1973 - Orange
June 19, 1973 - Blue
June 20, 1973 - Brown
June 21, 1973 - Green
June 22, 1973 - Red

#2

Tabulated Responses for June 25 - 29, 1973



COLOR CODE

June 25, 1973 - Orange
June 26, 1973 - Blue
June 27, 1973 - Brown
June 28, 1973 - Green
June 29, 1973 - Red

GRAPH #3

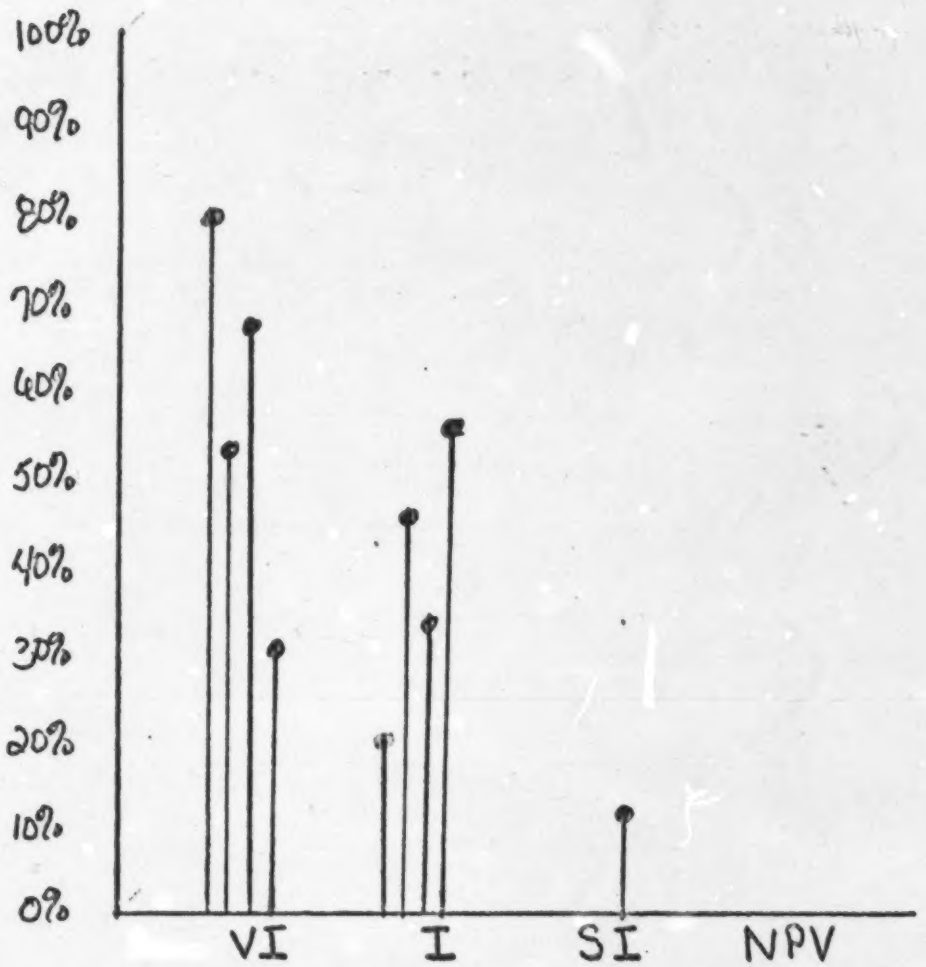
57% of the participants rated this week as Very Informative, 39% Informative, and 4% Somewhat Informative. The total responses were almost evenly divided on Very Informative vs Informative and Somewhat Informative. On graph #3 one day (7/3) shows an almost even division between Very Informative and Informative and another day (7/6) indicated that most participants found it either Informative or Somewhat Informative.

GRAPH #4

45% of the participants rated this week as Very Informative, 24% Informative, 22% Somewhat Informative, and 9% Not Particularly Valuable. In the graph, we have an indication that 50% of the participants show the sessions ranging from Informative to Not Particularly Valuable. This is the largest weekly percentage to fall in this category during the four week period. Also, in this week, we have an a.m. and p.m. evaluation for one day (see graph 4). The question could be raised as to whether the participants were becoming more sophisticated in rating, whether they were feeling the pressure of four consecutive weeks of programming or whether they had already

#3

Tabulated Responses for July 2 - 6, 1973

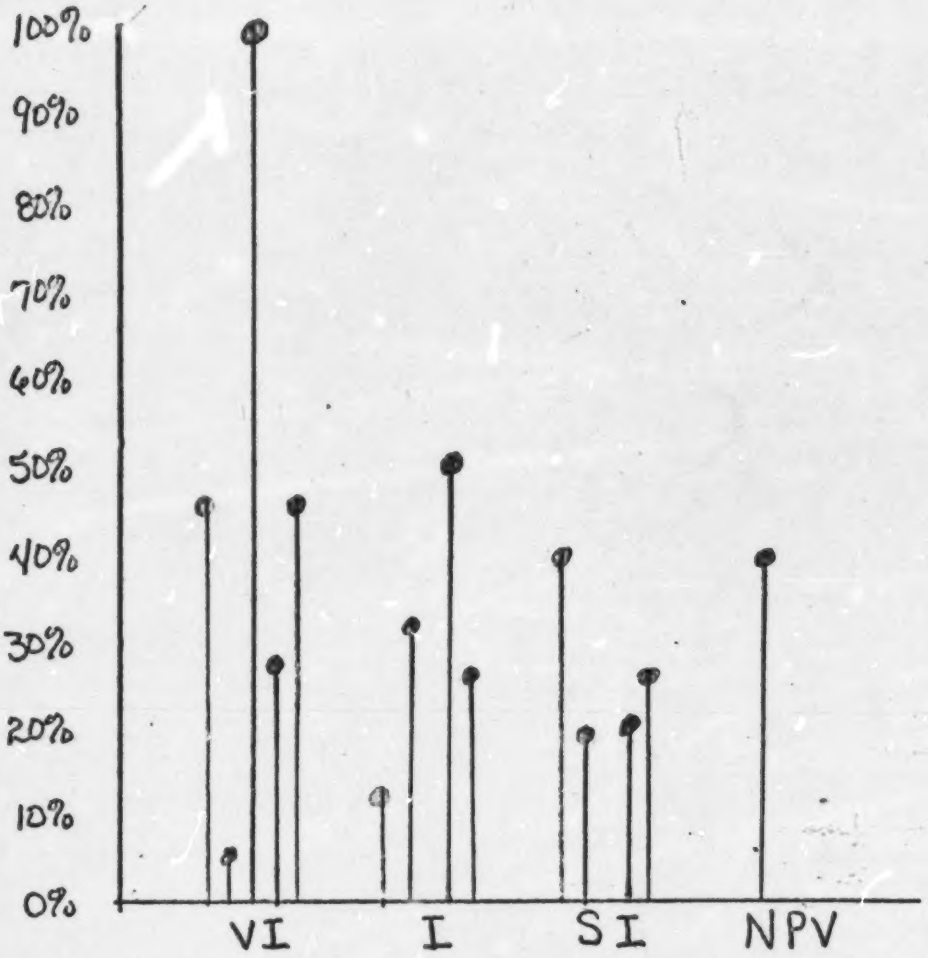


COLOR CODE

July 2, 1973 - Orange
July 3, 1973 - Blue
July 5, 1973 - Brown
July 6, 1973 - Green

#4

Tabulated Responses July 9 - 12, 1973



COLOR CODE

July 9, 1973 - Orange
July 10, 1973 - Blue
(AM) July 11, 1973 - Brown
(pm) July 11, 1973 - Green
July 12, 1973 - Red

reached closure on the workshop.

GRAPH #5

This graph and information is being compiled in order to allow us to look at the total of the individual weekly percentages tabulations (geaphs 1-4) in relation to the compiled percentage tabulations of these weeks.

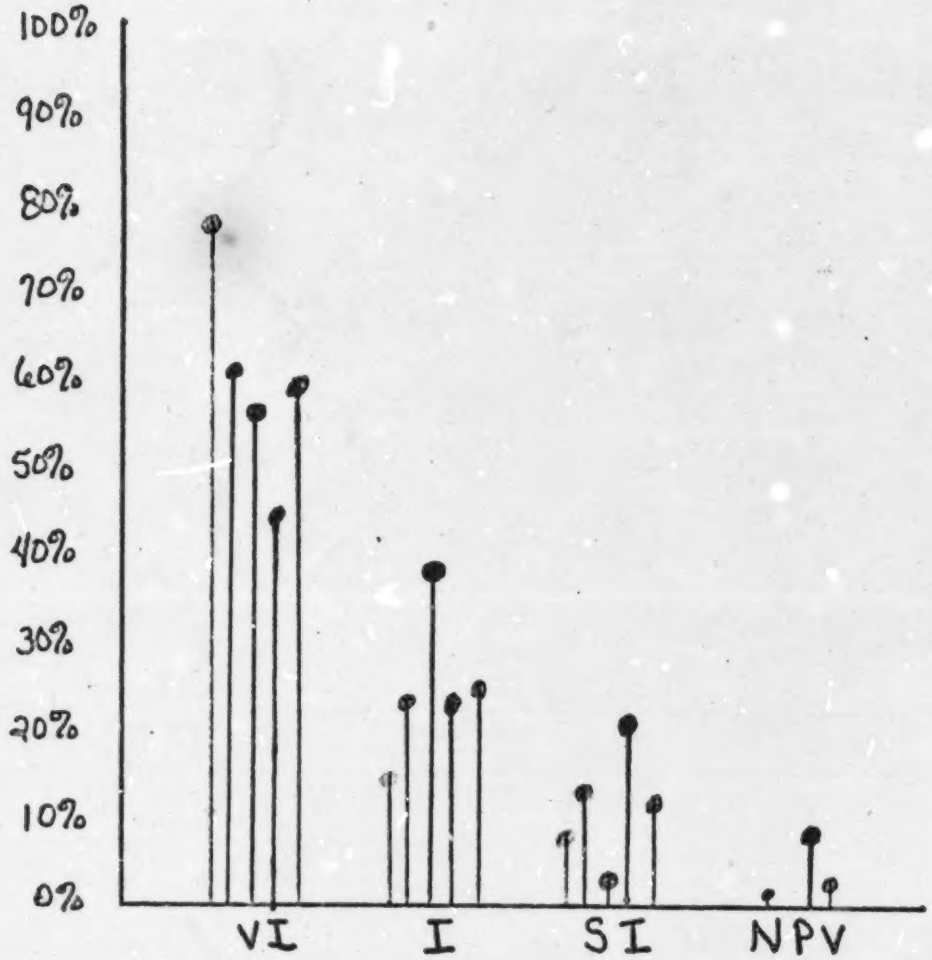
As you look at the total for each week, you will note that there is a percentage drop in all Very Informative responses as the weeks went on. Some of the loss was picked up in the Informative response column. It is only in combining the percentages in Very Informative and Informative of the grand total tabultations that you reach an 80% response. This seems to indicate that the overall rating for the workshop was responded to as Very Informative and Informative. Only 3% of the total workshop material presentation was felt to be Not Particularly Valuable.

6.1 TOPICS OF CONTINUED NEED

A second method of subjective evaluation was in the form of an opinionnaire (see appendix). This opinionnaire, which was completed at the last session, requested responses to what topics do you need more information on:

#5

Weekly Total and Overall Total Tabulations



COLOR CODE

June 18-22 - Orange
June 25-29 - Blue
July 2-6 - Brown
July 9-12 - Green
Overall total - Red

1. Overview of Early Childhood and Exceptional Child Education
2. Assessment of child's functioning level
3. Curriculum Development
4. Instructional methods
5. Development of psycho-motor skills
6. Language, speech and hearing development
7. Selection, utilization andpproduction of materials
8. Working with families
9. Record keeping

In addition, narrative responses indicated strengths of the workshop, weaknesses of the workshop and comments (see appendix).

GRAPH #6

The following graph shows the percentage tabulations of the reaction sheets given at the close of the workshop. This information will be dealt with according to each topic area presented.

TOPIC #1 OVERVIEW OF EARLY CHILDHOOD AND EXCEPTIONAL CHILD EDUCATION

One day was spent disseminating information in reference to this topic (June 18). Compilation of the daily response sheets indicated 86% found the session Very Informative and 14% Informative. Looking at the graph, we find that 4%

indicated a continued need.

TOPIC #2 ASSESSMENT OF CHILD'S EXISTING SKILLS

Two days were spent disseminating information in reference to this topic (June 22, July 2). Compilation of the daily response sheets indicated that 52% found the sessions Very Informative, 29% Informative and 19% Somewhat Informative. Looking at the graph, 14% still indicated a need.

TOPIC #3 CURRICULUM DEVELOPMENT

Three of the workshop days were spent disseminating information in reference to this topic (June 19-21). Compilation of the daily response sheets indicated that 96% found the sessions Very Informative and 4% Informative. Looking at the graph, 8% still indicated a need.

TOPIC #4 INSTRUCTIONAL METHODOLOGY

Five of the workshop days were spent disseminating information in reference to this topic (June 25-29). Compilation of the daily response sheets indicated that 61% found the sessions Very Informative, 24% Informative, 14% Somewhat Informative, and 1% No Particular Value. Looking at the graph, 4% still indicated need.

TOPIC #5 DEVELOPMENT OF PSYCHO-MOTOR SKILLS

Two workshop days were spent disseminating information in reference to this topic (July 5-6). Compilation of the daily response sheets for those days indicate that 48% found the sessions Very Informative, 45% Informative, and 7% Somewhat Informative. Looking at the graph, no one has a continued need.

TOPIC #6 LANGUAGE, SPEECH AND HEARING DEVELOPMENT

One workshop day was spent disseminating information in reference to the topic (July 3). The compilation of the daily response sheets for that day indicated that 54% of the participants found the session Very Informative, and 46% found it Informative. Looking at the graph, 8% indicated a continued need.

TOPIC #7 SELECTION, UTILIZATION, AND PRODUCTION OF MATERIALS

Two workshop days were spent disseminating information in reference to this topic (July 9-10). The compilation of the two daily response sheets indicate that 27% of the participants found the sessions Very Informative, 23% Informative, 30% Somewhat Informative and 20% No Particular

Value. All of these percentages are within a 10 point range. Looking at the graph, 19% indicated a continued need.

TOPIC #8 COMMUNICATION AND WORKING WITH FAMILIES OF HANDICAPPED CHILDREN

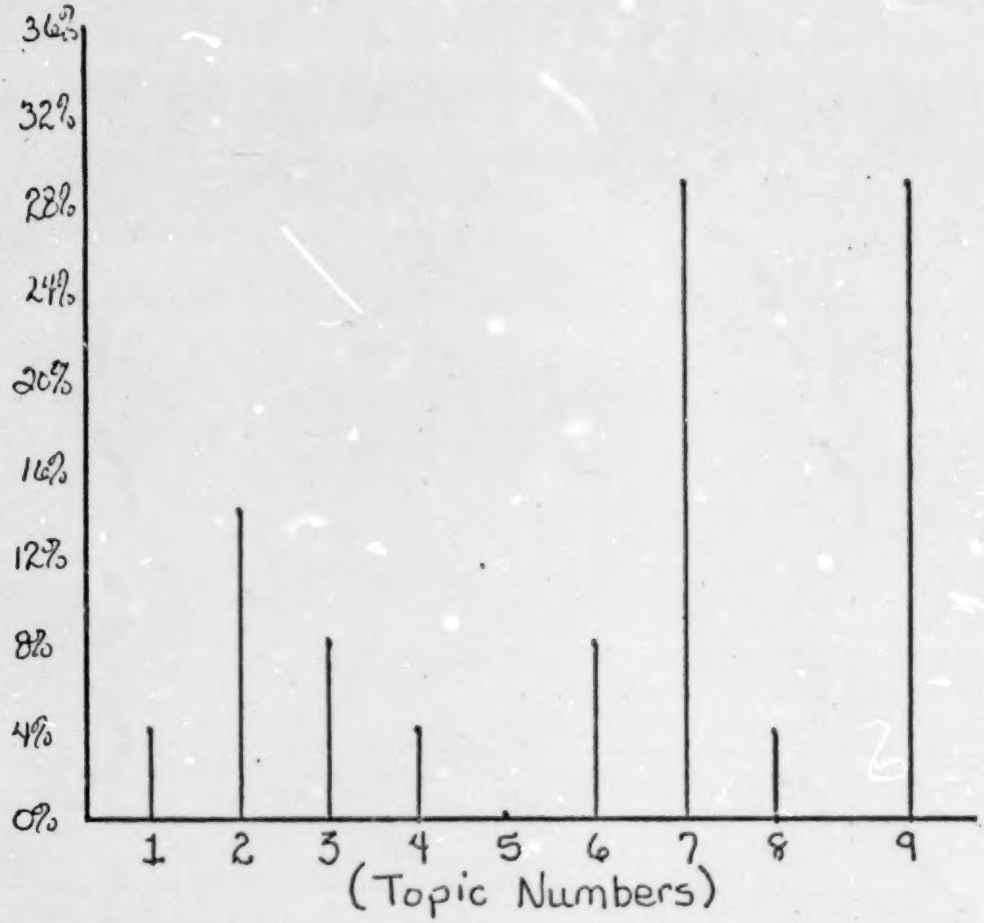
One-half day was spent disseminating information in reference to this topic (July 11, a.m.). The compilation of the daily response sheets indicated 100% Very Informative. Looking at the graph, we find that 4% indicated a continued need.

TOPIC #9 RECORD KEEPING

One and a half days were spent disseminating information in reference to this topic (July 11, p.m.). The compilation of the daily response sheets indicate that 36% found the session Very Informative, 40% Informative, and 24% Somewhat Informative. Looking at the graph, 29% indicated a continued need.

#6

Topics of Continued Need



1. Overview of Early Childhood and Exceptional Child Education
2. Assessment of child's existing skills
3. Curriculum Development
4. Instructional Methodology
5. Development of Psycho-Motor Skills
6. Language, Speech and Hearing Development
7. Selection, Utilization and Production of Materials
8. Communication and Working with Families of Handicapped Children
9. Record Keeping

APPENDIX

OBJECTIVE EVALUATION INSTRUMENT

31. Intraindividual differences is a concept which stresses differences:

    1. in the ability to learn new material.
    2. between two children with the same handicap.
    3. is an individual's handicaps and abilities.
    4. none of the above

32. Age-level characteristics are due mainly to:

    1. prior instruction.
    2. maturation and learning.
    3. growth and experience.
    4. both 2 and 3

33. The child's motivation is likely to increase by:

    1. continual positive reinforcement.
    2. variation in presentation styles.
    3. teacher enthusiasm.
    4. all of the above

34. Education's role in training the handicapped is to:

    1. improve poor hereditary factors.
    2. correct organic defects.
    3. compensate for poor environmental conditions.
    4. all of the above

35. Which of the following classes of retarded students will you most likely be working with:

    1. trainable mentally retarded
    2. totally dependent
    3. severly retarded
    4. slow learners
    5. none of the above

36. Evaluation of a child's progress requires:

    1. knowledge of the child's abilities before entering the program.
    2. the administration of formal tests.
    3. communications with the parents.
    4. all of the above
    5. numbers 1 and 2 only

37. With respect to curriculum materials for retarded children:

    1. use the same materials as normals use with more repettition.
    2. special materials are needed based on the child's prior experiences.
    3. the materials should be somewhat more abstract.
    4. materials should be geared to independent use by children.

38. Task abalysis of a simple skill involves:

    1. sequencing instruction.
    2. isolating components of a skill.
    3. emphasis on efficiency.
    4. all of the above.

39. The best description of the Yeshiva Social Learning curriculum is:

    1. improving the child's self concept.
    2. systematically expanding the child's awareness.
    3. developing the child's independence from instructional help.

40. The analysis of a child's behavior should include:

    1. school attendence records.
    2. home atmosphere.
    3. interaction with peers.
    4. test results.
    5. all of the above

41. Which techniques would most likely interfere with learning:

    1. provide immediate feedback to a child's response.
    2. reinforce correct responses.
    3. let the child learn by trial and error
    4. provide repetition so over-learning occurs.

42. Concerning the intergration of handicapped with other children:

1. normal children may try to do too much for the special child.
2. mormal children need a direct answer to questions about differences in other children.
3. other children are likely to pick up a teacher's attitude toward the special child.
4. all of the above
5. numbers 2 and 3 only

43. Behavior modification stresses:

1. ignoring inappropriate behavior.
2. showing disapproval for inappropriate behavior.
3. praising appropriate behavior.
4. all of the above
5. numbers 1 and 3 only

44. Behavioral modification stresses:

1. provide a basis for evaluating a child's progress.
2. can aid in evaluating the effectiveness of learning materials.
3. should be communicated to students.
4. all of the above

45. Planning for individualized instruction should include:

1. knowledge of the student's standardaized test scores.
2. knowledge of student's handicaps.
3. grading student based on group learning rates.
4. all of the above
5. numbers 1 and 2 only

46. The assessment process for diagnosing a child's need for individualized instruction should include:

1. a medical and social history.
2. psychological and educational evaluation.
3. periodic reassessment.
4. all of the above
5. numbers 1 and 2 only

47. Children with hearing loss are affected chiefly in their:

1. psycho-motor skills.
2. intelligence.
3. language and speech skills.
4. visual transfer.

48. Hearing-impaired children can benefit from:

1. the feel of musical sounds.
2. dramatic storytelling.
3. the visual aspects of speech.
4. all of the above
5. numbers 1 and 2 only

49. Teaching psycho-motor skills requires that you:

1. perform a task analysis.
2. provide guidance through verbal cues.
3. provide physical guidance.
4. all of the above
5. numbers 1 and 2 only

50. Gross motor toys (musical carpet sweeper):

1. require refined muscle movements.
2. stimulate critical thinking skills.
3. involve large muscle groups.
4. should follow the use of toys to stimulate fine motor movement.
5. none of the above

51. Research and informal observation shows that an intensive early childhood educational program is:

1. mainly helpful to the organic retarded.
2. mainly helpful to the culturally deprived.
3. most practical with the severly retarded.
4. all of the above

52. Teachers and parents need to communicate because:

1. parents have needed information.
2. parents need information for follow-up at home.
3. parents of children without special needs may need reassurance.
4. all of the above
5. numbers 1 and 2 only

53. Record keeping is a top priority for teachers because:

1. it helps to emphasize the needs of each child.
2. it can provide data for the revision of the total program.
3. it provides the single link with the parents through grades.
4. all of the above
5. numbers 1 and 2 only

54. For the educator the retarded child:

1. is more easily entertained.
2. is usually multi-handicapped.
3. requires special methods and services.
4. all of the above

DAILY EVALUATION

PROJECT OUTREACH

Date:_____

This session was:

_____ Very Informative

_____ Informative

_____ Somewhat Informative

_____ Not Particularly Valuable

Explain Briefly_____

_____

_____

This session could have been improved by:_____

_____

_____

_____

The strong points of this sessionwwere:_____

_____

_____

_____

_____

PROJECT OUTREACH
Bristol, Florida
Pre-Workshop Assessment Instrument
June 18 - July 13
1973

What topics do you need more information on:

1. Overiew of Early Childhood and Exceptional Child Education
2. Assessment of child's existing skills
3. Curriculum Development
4. Instructional Methodology
5. Development of Psycho-Motor Skills
6. Language, Speech and Hearing Development
7. Selection, Utilization and Production of Materials
8. Communication and Working with Families of Handicapped Children
9. Record Keeping

Other:

Strengths of Workshop:

Weaknesses of Workshop:

Comments:

PROJECT OUTREACH

OPINIONNAIRE RESULTS

AUGUST 13, 1973

STRENGTHS:

Broad overall scope

Background and practical experience

Use of consultants with a variety of backgrounds

Selection of subjects and presentation

Small group participation

Content well correlated; well planned

Understanding of children, especially handicapped

Practical nature of the workshop

WEAKNESSES:

Too much lecturing

More activities involving children necessary

Some information too high level

Not enough hard core experiences

Too much repetition

More participant involvment needed

6.2 DAILY EVALUATIONS

NARRATIVE SUMMARY

6/18 Informality; group participation; interest in participant needs; information on how children learn and grow with individual instruction.

6/19 Too little time for group interaction; consultant needed more time to go into detail on the many topics covered.

6/20 Useful handouts; practical points made.

6/21 Sensory motor activities which teach children; language development techniques; involvement of participants in activities for children; modeling in teaching.

6/22 More stress on handicapping conditions; formal tests explained more throughly.

6/25 Classroom management; grouping; would liked to have had more handouts.

6/26 Field trip worthwhile; allowed us to observe handicapped children.

6/27 Film (EXPERIMENT IN HOPE) was very good; explanation on how to chart behavior; explanation of precision teaching.

6/28 Preparing behavioral objectives; simplified process so all could understand.

6/29 Procedures for increasing, reducing, maintaining, or learning a new behavior by pinpointing the behavior and individualizing the instruction.

7/2 Definition of handicapped children; procedures for screening; group involvment in writing definition.

7/3 Use of record (hearing test), tapes of children; filmstrip helped to demonstrate speech and hearing problems; handout on development language.

7/5 Patterns of perceptual motor development; films and slides gave ideas for teaching; small group sessions to develop lessons on skills.

7/6 Information valuable for any teacher; children demonstrated motor skills.

7/9 Stressed play equipment - indoor/outdoor; select and utilize materials.

7/10 Review of 7/9; discussion of drug therapy; mislabeling of children.

7/11 AM Fundamentals for communicating with parents; role playing to demonstrate various types of interviews; case studies.

PM Purpose of record keeping; program managment model; group performance profile; both individual and group records.

7/12 Covered programming; materials suggested; keeping of good records stressed.

CONCLUSION:

Sufficient evidence of the success of the workshop can be extrapolated from Table 1 and Graphs 1-6. The uniqueness of the workshop format, the involvement of nineteen individual consultants is considered to be both a strength and a weakness. The positive factor is that participants recieved a broad overview of a variety of topics as they relate to the education of young children from persons knowledgeable in the field. This method, especially when one considers the background of the majority of the participants, fulfulled the needs of the trainees more sufficiently than a book-oriented, one consultant approach. It further allowed for maxium interaction between "teacher and student" and effectively demonstrated a broad spectrum of ways to present material meaningfully, which will hopefully improve the participants ability to use a multiplicity of approaches in the classroom.

The greatest constraint in the format was the inability to assess to any degree of accuracy the main points which would be covered by any given day. However, this was primarily a problem in designing the pre/post assessment instrument. In only one instance did any significant problem occur in participant interpretation.

The main presentation at each workshop session was video-taped. These video-tapes, as well as all responses sheets from participants, are available on request.

It is also important to note, in conclusion, that college credit with tuition waved was available for those participants who qualified.